DOCUMENT RESUME

ED 227 703 FL 013 574

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TITLE Handbook for Foreign Language Educators. Working Edition.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
PUB DATE 83
NOTE 62p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Behavioral Objectives; Communicative Competence (Languages); Cultural Awareness; *Curriculum Design; *Educational Benefits; Educational Objectives; Elementary Secondary Education; Language Attitudes; *Language Skills; *Language Teachers; Listening Comprehension; Reading Skills; *Second Language Instruction; Teacher Education; Writing Skills

ABSTRACT

A handbook for foreign language educators, which was prepared by a Pennsylvania Department of Education task force, is presented. After stating the rationale, benefits, and goals of foreign language study, attention is directed to the organization and content of the curriculum. Additional considerations are evaluation of second language learners and the preparation of foreign language teachers. Advantages of foreign language study include the development of communication skills, analytical thinking, and understanding of others. Major skills involved in foreign language learning are aural comprehension, oral mastery, and analytical thinking. The foreign language curriculum should be organized according to individual differences in the rate of learning along with the aptitude for each language skill. Additionally, the content varies according to the language studied, the age of the student, and the needs and interests of the student. As a supplement to the discussion, the following materials are included: (1) a list of techniques to inform the public of the value of foreign language study; (2) a list of possible foreign language-related occupations; (3) a list of professional organizations of foreign language teachers in Pennsylvania; (4) a list of behavioral objectives for listening comprehension, speaking, reading, and writing; (5) a list of cultural concepts that are included in foreign language study; (6) a scale and checklist for interviewing prospective teachers; and (7) a list of criteria for teacher self-evaluation. (SW)

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ED227703

Handbook for Foreign Language Educators

FL013574

Spring 1983 Working Edition

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Acknowledgements

The Handbook for Foreign Language Educators is the culmination of the research and thinking of the following task force:

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We gratefully thank the former Senior Adviser for Second Language Education, Mrs. Fannetta N. Gordon, who led the Task Force and six-member writing team to the completion of this publication. We are indeed appreciative for their fine contributions.

HANDBOOK FOR FOREIGN LANGUAGE EDUCATORS

Table of Contents

		Page
1.	Rationale for Foreign Language Study	1
2.	Foreign Languages and the Goals of Quality Education	3
3.	The Foreign Language Curriculum	5
4.	Teacher Evaluation of Pupil Performance in Foreign Languages . .	7
5.	The Preparation of the Foreign Language Teacher	9
6.	Public Relations Strategies	13
7.	Career Possibilities	15
8.	Bibliography	17
9.	Appendices	19

Appendix 1 - List of Pennsylvania Foreign Language Organizations

Appendix 2 - Student Outcomes of the Foreign Language Curriculum: Behavioral Objectives

Appendix 3 - The Interview of the Prospective Foreign Language Teacher (Includes ACTFL/ETS Rating Scale and Check-off List)

Appendix 4 - Periodic Assessment of Teacher Proficiency

Appendix 5 - Criteria for Foreign Language Teacher Self-Evaluation

Appendix 6 - Goals of Quality Education

Rationale for Foreign Language Study

Foreign Language is a necessity.

Foreign Language is for everyone.

Rationale for Foreign Language Study

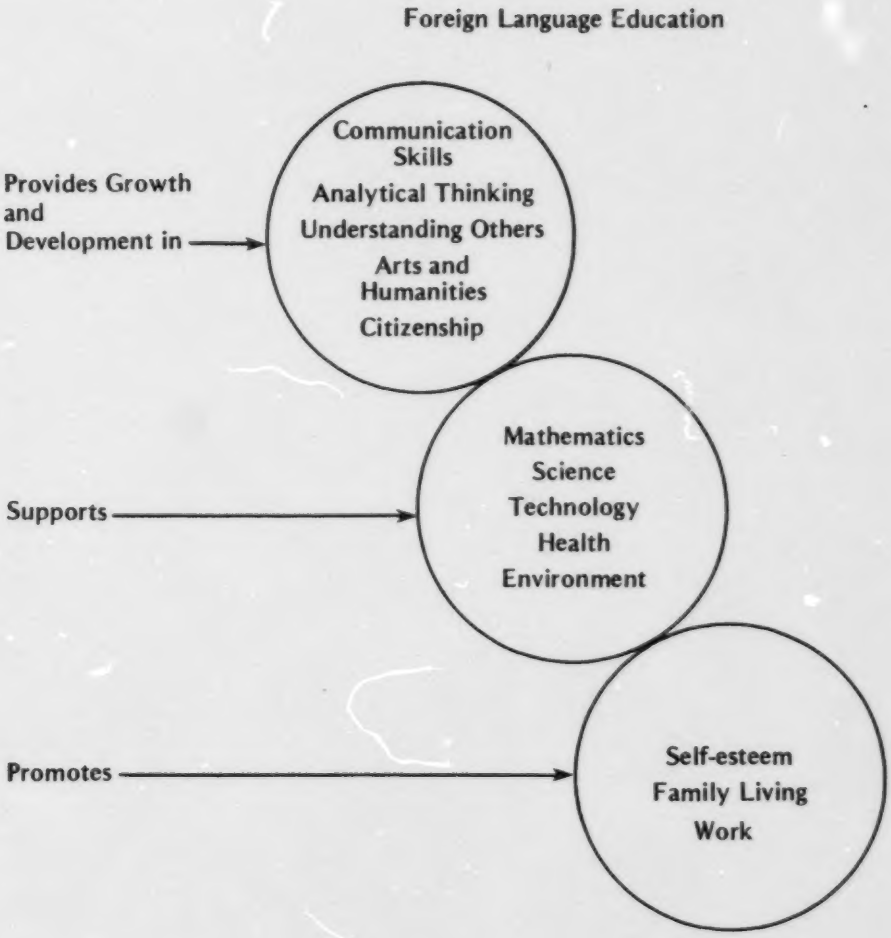
The need for a citizenry competent in foreign languages has never been more acute than it is today. Strength Through Wisdom, the report on the President's Commission on Foreign Language and International Studies, states: "If the.... children in our schools are to function successfully as adults in the next century they must grow up with more knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to those people's attitudes and customs." (p. 15) No discipline of the entire school curriculum better prepares children to assume this responsibility than foreign language study.

Foreign language is a necessity for everyone in today's shrinking world. More people than ever before are traveling abroad for business, pleasure and education. The media make international communication accessible and instantaneous. Changing boundaries and expanding frontiers demand a broader vision. Our national security and economic survival depend on communication in languages other than English, including such less commonly taught ones as Arabic, Chinese and Japanese.

Foreign language learning is for everyone. Everyone can learn to communicate in a foreign language, though competencies and interests will vary. The best time to begin foreign language learning is between the ages of three and ten, when the potential to absorb verbal stimuli is at its highest, when there is an excellent capacity for mimicry, and when the child displays a fascination for the unique and different. Foreign language study, however, can begin at any age. Foreign language learning broadens the students' vision, sharpens their global awareness, and helps them to comprehend the universality of the human race.

In every area of endeavor in our society the knowledge of another language is invaluable. Students trained in foreign languages can enter professions related to government, business, social services, the arts and sciences, education and the media. At the same time, they are better citizens of the world because they are sensitive to other cultures and civilizations. Their training in foreign languages increases their capacity for analytical thought, skillful writing and meaningful communication. It also enhances their appreciation of human values, develops their self-esteem, and nurtures their receptivity to truth and beauty. Since such people are the hope of tomorrow, we must begin their training in foreign languages today.

Foreign Languages and the Goals of Quality Education



Foreign Languages and the Goals of Quality Education

The foreign language program addresses every point expressed by the Commonwealth of Pennsylvania State Board of Education Goals of Quality Education (copy attached). In particular, it provides growth and development in communication skills, analytical thinking, understanding others, citizenship and arts and the humanities. It supports the work done by teachers of mathematics, science and technology, health and environment. It promotes the goals of self-esteem, work and family living.

Foreign language study intensifies native language skills and enables students to communicate on a broader basis by teaching them to understand, speak, read and write a second or a third language. In acquiring these skills, students must learn the structure of language and the techniques of self-expression. This enhances the capacity for analytical thinking.

As our young people study a foreign language, they learn the cultures, the values and the ways of life of countries where that language is spoken. Hence they acquire "knowledge of different cultures and an appreciation of the worth of all people." They learn the differences between the foreign country and our own and are better able to appreciate the American heritage and system of government. This broader base helps them to "acquire the values and attitudes necessary for responsible citizenship."

Through the study of another language students learn how authors, in whatever language they write, reflect the human condition. In songs, poems, pictures and stories they discover a world of art, culture and literature. As the creative foreign language teacher helps students to discover truth and beauty, they are initiated into a knowledge of the arts and the humanities.

Foreign language learning can reinforce mathematical and scientific skills. It can involve computers, tapes and television. Students proficient in foreign languages can be valuable assets in computer-programming or scientific and technical translation and research. The study of foreign literature and culture brings a humanizing dimension to a technologically-oriented world. It highlights human values, fostering physical and emotional well-being in a balanced environment. Students with foreign language competency and other appropriate skills have many opportunities in today's job market in government, business, industry, education, research, social services and the media.

The study of another literature and culture gives students "the knowledge, skills and attitudes for successful personal and family living." The mastery of another language and the appreciation of all cultures help to develop self-understanding and self-esteem. Foreign language study responds to the Goals of Quality Education and therefore should be an integral part of basic education.

The Foreign Language Curriculum

What Are the Goals of Foreign Language Learning?

Speak	Read	Write
Acquire a Knowledge of the People		

What Are the Skills Involved in Foreign Language Learning?

Aural Comprehension
Oral Mastery
Analytical Thinking

How Should the Foreign Language Curriculum Be Organized?

Individual Difference in the Rate of Learning
Aptitude for Each Language Skill
(Understanding, Speaking, Reading, and Writing)

Which Foreign Languages Should Be Offered?

Cl sical
Modern

What Is the Content of the Foreign Language Curriculum?

Content Varies According to Language Studied		
Age of Student	Needs of Student	Interests of Student

The Foreign Language Curriculum*

The Foreign Language Curriculum must reflect learning experiences for the student that are meaningful and relevant in a world diminishing in size through technology thereby increasing the global interdependence of people and their need to communicate with each other. Communication takes many forms in verbal and non-verbal behavior. For this reason, all students, beginning in kindergarten, should have the experience of communicating in a foreign language as well as in English. This experience will help the student open a window to the world.

The curriculum should begin at the kindergarten level and continue sequentially through grade twelve. It should serve the needs and interests of all children and should describe the levels of proficiency expected as students progress from one level of achievement to another. It should also establish guidelines for the implementation and measurement of the stated objectives at each level.

It is important that foreign language study be made available to every child, not just to the intellectually elite, for every individual has a part to play in social interaction, whether it be in the realm of business, social, military, or political life. At home, the multi-ethnic composition of our community makes knowledge of foreign languages requisite for the salesman, the bank-teller, the secretary, the hospital employee, the policeman, the social worker. Abroad, the tourist, the businessman, the soldier, and the Peace Corps volunteer are as much our ambassadors as our official representatives.

The study of foreign languages plays a vital role in the development of the attitudes and skills essential for self-fulfillment. Such study not only develops proficiency in a second language but also broadens command of one's own language, intensifies awareness of linguistic principles in general and provides a background of cultural knowledge which will serve the individual well in his career, his use of leisure time, and his role as a citizen. Effective participation in the local, national, and international community is strengthened by a knowledge of the language and culture of other peoples.

WHAT ARE THE GOALS OF FOREIGN LANGUAGE LEARNING?

The goals of the foreign language instructional program are to develop the abilities to understand, speak, read and write the foreign language and to acquire a knowledge of the culture of the people.

WHAT ARE THE SKILLS INVOLVED IN FOREIGN LANGUAGE LEARNING?

Basically, language is a system of verbal behavior for purposeful communication in a social environment. Language learning includes the acquisition of many skills. Aural comprehension involves recognition of sounds and association of sound with meaning. Oral mastery begins with adaptation of the speech organs to reproduce sounds, continues with the mastery of basic speech patterns, and culminates in the expression of origi-

*The Foreign Language Curriculum, Division of Foreign Language Education, School District of Philadelphia, 1982

nal thought. Association of a sound with its written symbol leads ultimately to reading comprehension and creative writing.

HOW SHOULD THE FOREIGN LANGUAGE CURRICULUM BE ORGANIZED?

The mastery of skills which are so numerous and complex demands a long and carefully planned sequence of study, beginning as early as the kindergarten level. Psychological research indicates that the younger the child, the more able he/she is to learn a foreign language because of the greater plasticity of the brain, the greater pliability of the speech organs, the natural curiosity about language, and the freedom from inhibition.

In the organization of the language curriculum, consideration must be given to individual differences in rate of learning and in aptitude for each of the language skills: understanding, speaking, reading, writing. Measurement of a pupil's proficiency should reflect the degree of mastery achieved in each skill. It should be recognized that the number of years of study needed to attain such mastery will vary with the pupil. With the newly developed instructional materials and teaching techniques, every child can attain a degree of mastery of a foreign language.

WHICH FOREIGN LANGUAGES SHOULD BE OFFERED?

It is the responsibility of the school to provide a wide variety of language offerings, both classical and modern.

WHAT IS THE CONTENT OF THE FOREIGN LANCUAGE CURRICULUM?

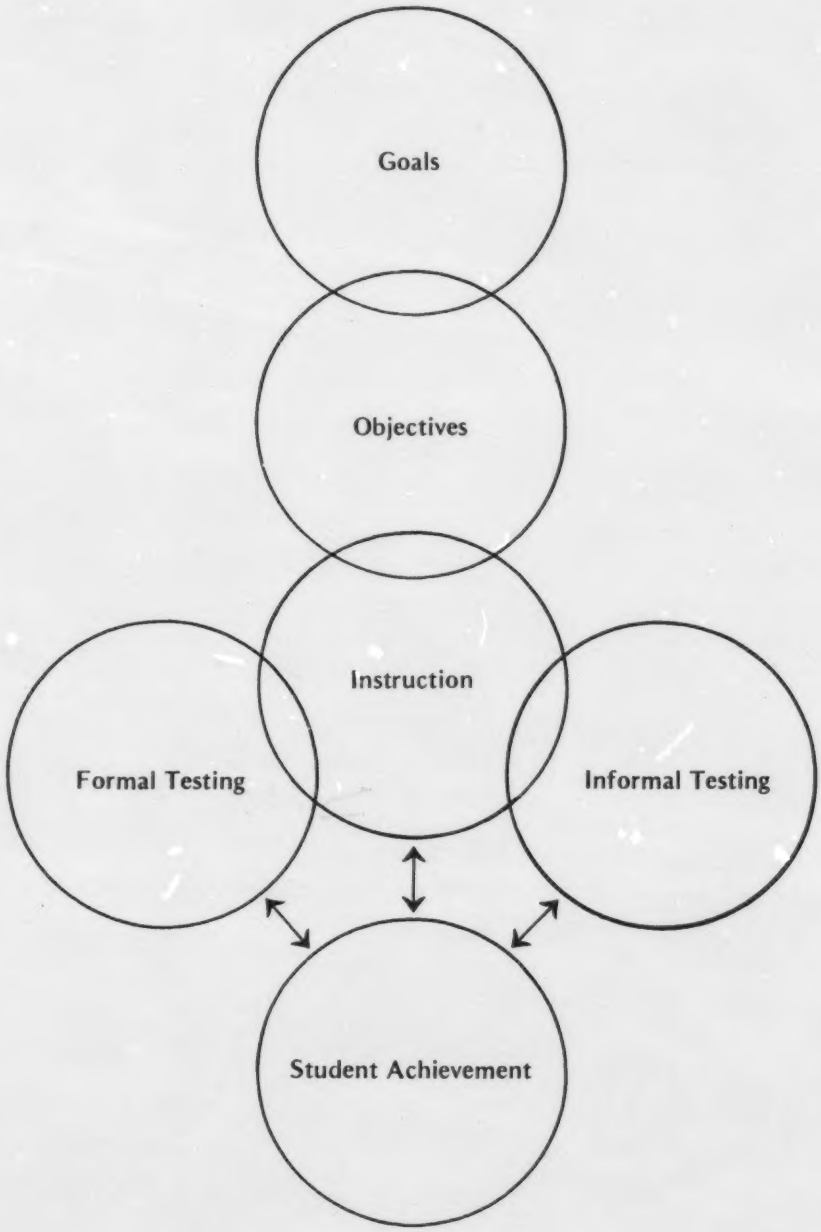
The content of the Foreign Language Curriculum will vary with the language being studied, the age of the student and the individual needs, capabilities and interests of the student. However, the outcomes of foreign language learning must reflect the goals which are the development of competency in understanding the spoken language, speaking, reading and writing the foreign language and the development of an appreciation of the culture of the people whose language is being studied.

In considering what should be the outcomes of the learning experience, the following questions must be asked in order to specify the behavioral objectives in the basic skills of foreign language learning:*

1. What is the behavior desired?
2. In what situation should the desired behavior occur?
3. To what extent must the student perform, for the behavior to be considered acceptable?
4. What attitudes, interests or appreciations may the pupil exhibit during the learning process?

*See Appendix 5 - Behavioral Objectives for the Foreign Language Curriculum.

Teacher Evaluation of Performance in Foreign Languages



Teacher Evaluation of Pupil Performance in Foreign Languages

The success of any program is determined by evaluating the extent to which its goals and objectives are met. The teacher must develop a consistent evaluation procedure by first setting reasonable goals and objectives, then guiding instruction to meet these goals and objectives, and finally developing evaluation procedures that will measure student achievement.

Evaluation includes but is not limited to formal testing. An effective teacher constantly evaluates performance through an informal assessment of student response and participation in all classroom activities. Such informal evaluation reveals what the student knows or does not know and suggests to the teacher where weaknesses exist so that steps can be taken to correct them.

The making of formal language tests requires extreme care on the part of the teacher. Tests must evaluate what the teacher has taught. All four language skills must be tested. The test should be designed so as to measure only the skill or skills being tested. Test items must always be clear; students must never be in doubt as to what is expected of them. Instructions must be understandable and unequivocal. The teacher may have another teacher edit the test to check its accuracy and affirm its clarity. The test must be graded, returned and reviewed promptly so that students will become aware of their strengths and weaknesses and the teacher will be able to help them to remediate the weaknesses.

Certificate of Achievement
is awarded to:

The Preparation of the Foreign Language Teacher*

The classroom teacher is central to the foreign language program. The pre-service training of foreign language teachers and relevant in-service training are of prime importance. In the education of the prospective foreign language teacher, it is important to develop a high level of competency in language skills, a broad knowledge of the literature and culture of the language being studied, a knowledge of how children acquire language and of how foreign languages should be taught. Along with these basic skills, general education requirements must be included. It should be noted that the Pennsylvania foreign language certificate is valid for grades K-12. Therefore, it is important to include methodology for elementary and secondary levels.

Like all prospective teachers the foreign language trainee must learn how to:

- prepare lesson plans and units
- employ motivational techniques
- humanize and personalize the classroom
- develop proper attitudes toward differing student abilities and learning styles, and
- relate to colleagues and the public.

Upon completion of the foreign language teacher preparation program, the trainee should demonstrate:

- ability to understand, speak, read and write the foreign language
- knowledge of the corresponding literature and culture
- ability to employ foreign language teaching methods
- ability to manage the foreign language classroom
- awareness of individual differences in student learning styles, abilities and interests
- ability to develop rapport with students of diverse backgrounds
- ability to develop a classroom climate reflecting friendliness and mutual respect
- understanding of the needs of students and society
- flexibility, resilience, self-awareness, and the courage to redirect initiatives when necessary
- sincere desire to teach.

Teacher training institutions should establish standards of foreign language proficiency and administer competency tests in aural-oral communication, reading, writing, grammar and culture. The study of literature is a valuable component in the training of the foreign language teacher. Equally important is learning how the people of the foreign culture work, play and relax and how economic, geographic and political factors shape and guide their lives.

*See Appendix 2 for suggestions to administrators and school boards on employing foreign language teachers.

A very important part of teacher training is properly supervised student teaching. The training institution must have skilled foreign language staff to monitor the student teaching performance of the trainee and must assure that the trainee is assigned to an effective cooperating teacher.

The trainee should:

- become familiar with a variety of instructional methods and know which to use in a given situation
- learn how to provide for individual or small group instruction in multi-level classes
- develop effective evaluation techniques, including the preparation of various types of tests
- know the criteria for evaluating tests and other classroom materials.

Since the primary purpose of the teacher training institution is to prepare the trainee to serve effectively in the classroom, it must provide inspirational role models. It must insure adequate opportunity for use of the foreign language in and out of the classroom. Only through practice, especially in listening and speaking, can foreign language competency be achieved. Language clubs, listening centers and/or language laboratories, and study abroad extend opportunities for using the language in a less structured way.

Learning is a lifetime experience. The professional growth of teachers does not end with college. Teachers should expand their knowledge by:

- taking appropriate advanced courses and degrees
- keeping informed about trends and research in the field
- attending in-service workshops
- joining and participating in professional associations
- attending local, state, national and international foreign language professional conferences
- participating as members of professional committees such as curriculum writing, textbook evaluation, test development, honor societies, discipline and human relations
- becoming involved in parental and community activities related to the school
- studying and traveling abroad
- participating in foreign exchange programs.

A dynamic teacher constantly seeks improvement through self-evaluation and is sensitive to student response and participation. Self-evaluation may take various forms. The teacher may:

- indicate on the lesson plan the success or failure of given techniques
- maintain a log of classroom activities for further evauation and planning
- audiotape a lesson for later review and analysis

- arrange for videotaping a lesson for later review and analysis

- use properly devised student questionnaires to determine student reactions.

The role of the foreign language teacher extends beyond the foreign language classroom. As a member of the school faculty, the teacher assists when and where needed in the school, attends home and school meetings, participates in assembly programs and supports cultural and athletic events.

Public Relations Strategies

The foreign language teacher is aware of the importance and value of foreign language study, but the public must become equally aware if we are to meet the linguistic needs of today's society. All foreign language departments and professional associations must work together in a concerted effort to convince administrators, guidance counselors, parents and students of the advantages of knowing foreign languages.

Some or all of the following techniques may be helpful:

. Make a file of articles and want ads in newspapers, professional journals, and popular magazines that show the need of foreign language competency in today's world. The materials may be used as follows:

  - on bulletin boards displayed in prominent places.

  - as handouts to other foreign language teachers, guidance counselors, all administrators, other department chairmen and teaching colleagues (especially those in business education, social studies, English, home economics, music, industrial and visual art), college counselors, officers of parent groups, and school board members.

  - as packets to be made available to students.

. Write articles or letters to the editor of newspapers, magazines, and school newspapers showing the value of foreign languages.

. Have students prepare and circulate a foreign language newspaper showing the work done in foreign languages.

. Hire teachers, when possible, who have used their linguistic skills in non-academic as well as academic areas. Speak to faculty, student, parent and civic groups about the value of foreign language competency.

. Make a survey of parents and others in the community to determine those who use a foreign language regularly in their work. Invite such persons to speak to students, administrators, counselors and all other interested groups about the practical advantages of knowing a foreign language.

. Invite successful graduates who have used or are using foreign languages in their careers to speak to classes and larger assemblies.

. Become familiar with, and acquaint students and guidance counselors with university foreign language programs, especially those offerings and programs that are interdisciplinary in nature (commercial language, international business, etc.).

. Use bulletin boards and public display cases to give foreign language high visibility in the entire school, especially prior to registration for the next term.

- Invite students, teachers and administrators from feeder schools to special programs. Share materials generously.

- Celebrate foreign language week or month by emphasizing foreign languages in bulletin boards and other displays, food festivals, plays and costumes. Publicize awards received in national foreign language competitions. Further, assure that excellence in foreign languages is entered on the student's permanent record card.

- Encourage students, parents and colleagues to support legislation favorable to foreign languages.

- Solicit financial and other support from business firms that use foreign language.

- Invite administrators and guidance counselors to attend meetings of professional foreign language associations, especially where successful programs will be discussed.

Career Possibilities

Knowledge of foreign languages is valuable in many careers. The following list has been made available by the U.S. Office of Education.

UNITED STATE OFFICE OF EDUCATION OCCUPATIONAL CLUSTERS AND POSSIBLE FOREIGN LANGUAGE RELATED OCCUPATIONS

(1) AGRI-BUSINESS AND NATURAL RESOURCES

- Translator
- Secretary
- Peace Corps Member
- Interpreter for export and import firms
- Geologist

(2) BUSINESS AND OFFICE

- Foreign exchange clerk
- Credit manager
- Receptionist
- Sales Representative
- Stenographer
- Certified public accountant
- Market Specialist
- Lawyer
- Teller

(3) COMMUNICATIONS AND MEDIA

- Actor
- Telephone Operator
- Correspondent
- Telegrapher

(4) CONSUMER AND HOMEMAKING EDUCATION

- Dietician
- Fashion Buyer
- Tailor
- Chief
- Consumer Expert
- Wine Expert

(5) CONSTRUCTION

- Architect
- Translator
- Secretarial Worker
- Supervisor
- Engineer
- Planner

(6) ENVIRONMENTAL CONTROL

- Researcher
- Translator
- Technical Writer
- Interpreter

(7) FINE ARTS AND HUMANITIES

- Artist
- Curator
- Cryptographer
- Drama Coach
- Composer
- Singer
- Actor
- Archeologist
- Librarian
- Teacher
- Author

(8) HEALTH

- Medical librarian
- Medical secretary
- Lab technician
- X-ray technician
- Interpreter
- Dentist
- Nurse
- Nurse's aide
- Physician
- Hospital orderly

(9) HOSPITALITY AND RECREATION

- Travel guide
- Hotel worker
- Tour conductor
- Travel agency secretary
- Opera singer
- Drama Coach
- Critic
- Clerk

(10) MANUFACTURING

- Buyer
- Inspector
- Technical writer
- Manager
- Supervisor
- Branch manager

(11) MARINE SCIENCE

- Merchant Marine
- Radio operator
- Marine biologist
- Oceanographer

(12) MARKETING AND DISTRIBUTION

- Buyer
- Sales Representative
- Advertising Specialist
- Writer
- Clerk
- Secretary
- Translator for import and export firms
- Printer

(13) PERSONAL SERVICES

- Usher
- Butler
- Missionary
- Cosmetologist
- Interpreter
- Receptionist
- Barber
- Beautician
- Postal clerk
- Travel campanion
- Translator
- Secretary

(14) PUBLIC SERVICES

- Missionary
- Foreign news interpreter
- Firefighter
- Lawyer
- FBI Agent
- Immigration inspector
- Diplomat

(15) TRANSPORTATION

- Guide
- Stewardess
- Flight attendant
- Stewart
- Purser
- Ticket agent
- Travel agent
- Pilot

GOOD FOR YOU!
Que c'est bon!

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Appendices

Appendix 1

Professional Organizations of Foreign Language Teachers in Pennsylvania

. American Association of Teachers of French - Central Pennsylvania Chapter

. American Association of Teachers of French - Lehigh Valley Chapter

. American Association of Teachers of French - Northeastern Pennsylvania Chapter

. American Association of Teachers of French - Philadelphia Chapter

. American Association of Teachers of French - Susquehanna Chapter

. American Association of Teachers of French - Western Pennsylvania Chapter

. American Association of Teachers of German - Central Pennsylvania Chapter

. American Association of Teachers of German - Philadelphia and Vicinity Chapter

. American Association of Teachers of German - Western Pennsylvania Chapter

. American Association of Teachers of Italian

. American Association of Teachers of Slavic and Eastern European Languages

. American Association of Teachers of Spanish and Portuguese - Central Pennsylvania Rio Arriba Chapter

. American Association of Teachers of Spanish and Portuguese - New York and Pennsylvania Chapter

. American Association of Teachers of Spanish and Portuguese - Northeastern Pennsylvania Chapter

. American Association of Teachers of Spanish and Portuguese - Southeastern Pennsylvania Chapter

. American Association of Teachers of Spanish and Portuguese - Western Pennsylvania Chapter

. Association of Teachers of Japanese

. Capital Area Classical Association

. Classical Association of Pittsburgh and Vicinity

. Lehigh Valley Institute of Italian Culture

. Modern Language Association of Philadelphia and Vicinity

. Montgomery County Association of Teachers of Foreign Languages

. Northeastern Pennsylvania Classical Association

. Pennsylvania Association for Bilingual Education

. Pennsylvania Classical Association

. Pennsylvania Federation of Teachers Foreign Language Committee

. Pennsylvania State Modern Language Association

. Philadelphia Classical Society

. Susquehanna Classics Association

Appendix 2

Student Outcomes of Foreign Language Curriculum: Behavioral Objectives*

BEHAVIORAL OBJECTIVES IN THE COGNITIVE DOMAIN: KNOWLEDGE, INTELLECTUAL ABILITIES, SKILLS

In the lists of behavioral objectives for listening, speaking, reading, writing, and cultural information and concepts, the patterns of cognitive behavior are discussed in each section under Part A, Behavioral Patterns. The criteria for determining the level at which the student performs have been listed under Part B, Levels of Proficiency. A student who carries out the behavioral patterns relative to a particular level 50 percent of the time will be judged "satisfactory"; the student who fulfills the behavioral patterns of a particular level 80 percent of the time will be judged "very satisfactory."

BEHAVIORAL OBJECTIVES IN THE AFFECTIVE DOMAIN: ATTITUDES, INTERESTS, APPRECIATIONS

As the student strives to master the basic skills, certain attitudes, interests and appreciations of what is observed and heard are demonstrated by the student. These aspects of the learning process, more difficult to observe and measure than intellectual achievement, affect student progress to a great degree and may even affect the student's whole life.

In each of the sections, an attempt has been made to indicate under Part C, Attitudes, Interests and Appreciations, some of the evidence by which a student may show his/her involvement in the language learning situation, and the degrees to which the student may overtly demonstrate personal attitudes. Since the goals of learning are fundamentally positive, only those behavioral attitudes which are demonstrably positive, attempting to show the intensity of interest by a, b, c degrees, c being the most positive and intense, are listed.

It is important for teachers to encourage positive attitudes in students by example.

Students should be aware of the specific behavioral patterns expected of them and of the application of these patterns toward the basic goals of foreign language learning. This will motivate students to move positively and actively toward fulfillment of the goals.

* Learning a Foreign Language: Behavioral Objectives, Division of Foreign Language Education, School District of Philadelphia, 1982.

LISTENING COMPREHENSION

A. Behavioral Patterns

1. Recognition of Sounds

Distinguishes the basic sounds necessary for comprehension (oral and nasal vowels, consonants) by indicating when a word containing the sound is heard.

Discriminates between words which have a single phonemic variation by telling whether they are the same or different.

Ex. - Du, doux (French)
Tur, Tier (German)
Lumen, Limen (Latin)
caro, carro (Spanish)

2. Recognition of Intonational Patterns

Distinguishes between intonational patterns:

- Indicates the appropriate mark of punctuation for an utterance.
- Answers a question.
- Performs an act in response to a command.
- Reacts to an exclamation through facial expression or verbal response.
- Punctuates currectly a sentence written from dictation.

3. Association of Meaning with Sound

Shows comprehension of the meaning of an utterance by responding to a spoken cue:

- Performs an appropriate physical action.
- Writes an appropriate rejoinder to what has been heard.

B. Levels of Proficiency

1. Elementary Level

- Understands only what was previously heard, when uttered in similar context at standard speed.
- Understands vocabulary which is concrete in nature, for the most part, tending to be associated with visual cues such as objects or gestures.
- Comprehends speech containing short sentences and simple structures.

2. Intermediate Level

- Comprehends new vocabulary or structures when used in a context synonymous with a pattern already mastered.
- Gathers the general idea of a longer speech in which a limited number of unfamiliar vocabulary items or structures are used.
- Masters vocabulary of increasing abstraction through explanation in the foreign language.

3. Advanced Level

- Demonstrates through answering questions the comprehension of the details of any utterance given at native speed, with little explanation from the teacher.
- Proves by answering questions or giving a summary that regional variations of speech are understood.

C. Attitudes, Interests, Appreciations

1. In evaluating the attitudes, interests and appreciations of the student, it is not the quality of the skill which is of concern, but the student's willingness to exert himself/herself, the extent of participation in the learning situation, and the degree to which learned skills and concepts are carried into other activities in the student's life.

   The degrees of intensity of interest are marked by a, b, c, in the descriptions below, c being the most intense. It is, of course, possible for a student to show interest in other ways than those described below, and the teacher should not regard the descriptions as the only possible indication of positive attitudes, but should use them as a guide.

   a. Listens attentively to a sentence from a tape or a sentence spoken by the teacher.

   b. Listens to a sentence, makes an effort to repeat it when the exact pronunciation has been established by individuals or by the class.

   c. Repeats a sentence immediately after it is heard for the first time.

.a. Listens to the teacher's explanation of the meeting of a sentence, does not comment.

   b. Listens to the teacher's explanation of the meaning of a sentence, asks a question or makes a statement about it which indicates interest in the explanation.

   c. Demonstrates willingness to relate the sound, meaning, vocabulary or structure of the new sentence to something learned previously, perhaps by giving a symonym on antonym.

3.a. Listens to a sentence containing new vocabulary whose meaning is not immediately explained, but does not attempt to analyze or comprehend it.

   b. Listens to a sentence containing vocabulary whose meaning is not explained immediately, demonstrates through asking or answering questions interest in learning the full meaning of the sentence.

   c. Tries to summarize, in own words, the part of the sentence which is understood, then asks questions about the unknown elements or guesses as to their meaning.

4 a. Listens attentively to a long but familiar series of sentences on the tape recorder, or to sentences uttered by the teacher or student(s).

   b. Volunteers to answer questions about what was heard.

   c. Asks original questions concerning the subject matter of what was heard,

   or

   volunteers an opinion on what was heard.

5.a. Shows awareness of regional variations in speech by commenting on them or by facial expression.

b. Asks questions about differences that have been noted in order to gain a clear understanding of the reasons for the differences.

c. From experiences in hearing differences in accents, makes a judgment about them or demonstrates through their use an appreciation of regional variations.

SPEAKING

A. Behavioral Patterns

1. Imitation of Sounds

Mimics an utterance which has been heard immediately before, imitating vowel and consonant sounds, intonation, stress and rhythm.

2. Responds to a visual cue:

. Identifies an object or action.
. Describes a person or situation.
. Asks a relevant question.
. Narrates the story of one picture or a series of pictures.

3. Response to an Oral Cue

Responds to a verbal cue:

Uses a pattern of speech established through imitation, without changing structure.

Ex. - Bonjour (French)
De nada (Spanish)

Changes a basic sentence by manipulating a single variable.

Ex. - Je vais au cinema
(maison) Je vais a la maison
(French)

Responds orally to a question or statement, using a controlled number of variables.

Ex. - Vous avez un livre?
Oui, j'ai un livre (French)

Redditne vestis virum?
Sic, vestis virum reddit.
(Latin)

Responds orally to a question or statement, selecting a response from those within his/her fund of knowledge.

Recombines vocabulary and structures learned in dialogues or pattern sentences to form a connected narration.

Expresses an original idea which is the result of reasoning and though processes.

Narrates a personal experience, or gives a resume of something read and observed.

B. Levels of Proficiency

1. Elementary Level

Expresses ideas in short, meaningful sentences or utterances, with pronunciation, intonation and rhythm adequate enough to be understood by a native.

Speaks in sentences which have relatively simple structures and concrete vocabulary.

2. Intermediate Level

Demonstrates speech patterns whose pronunciation, intonation and rhythm approximate those of standard native speech.

Expresses a group of ideas in a sentence which contains a complicated structure such as the relationship between two past tenses, a subjunctive construction, or a relative clause.

Uses vocabulary which is descriptive and conceptual, in addition to the more concrete words.

Ex. - sin embargo (Spanish)
il migliore (Italian)
Il doit partir. (French)

Sustains a conversation or gives a monologue of at least two minutes, using familiar vocabulary and structures.

3. Advanced Level

Demonstrates speech patterns in which pronunciation, intonation and rhythm are native-like.

Uses idiomatic expressions extensively and correctly in expressing his/her thoughts.

Uses a type of speech and vocabulary appropriate to the situation, either colloquial or formal.

Sustains a conversation of approximately 5 minutes with reasonable fluency.

NOTE: Items referring to native speakers do not, in general, apply fully to Latin or Greek. In the case of the classical languages, conversation is ordinarily limited to a discussion of a visual or a literary text.

C. Attitudes, Interests, Appreciations

1.a. Accepts corrections to pronunciation, recognizing a difference between his/her pronunciation and that of the model.

b. Automatically repeats item which have been corrected, without being told to do so.

c. Perseveres in practicing the correct item until errors of the same type, are no longer made.

2.a. Hears or speaks the language only when directed to do so during class, makes no other attempt to use it.

b. Uses the language voluntarily in school outside of the lesson format, when making comments to the teacher or to classmates.

c. Seeks opportunities to use or hear the language out of the classroom. Takes advantage of opportunities to attend lectures, hear native radio programs, take part in student-planned activities such as clubs, or converse with natives in the community.

3. When asked to prepare a talk or to role-play for the class:

a. Performs the assignment in class, shows little enjoyment.

b. Presents a talk which shows preparation and practice, shows pride in personal achievement.

c. Organizes the presentation actively and enthusiastically (perhaps seeking the help of other students or doing research on it), and presents it to the class with an attitude of wishing them to enjoy it.

4. In a conversation with teacher, classmates or a native:

a. Listens to the other person, indicates by gestures or a few words awareness of the gist of the conversation.

b. Listens to the other person, volunteers questions and brief comments.

c. Listens to the other person, is eager to express judgments on

the worth of what is being said or to summarize ideas.

5.a. Accepts the fact that speaking the language is one of the aims of the course.

b. Feels that the ability to speak the language is an important objective of the course, since language is communication.

c. Believes that being able to speak fluently is the most important objective of the language course, since it enables instant communication with another group of people.

READING

NOTE: Evaluation of reading skills often depends on other skills, such as speaking and writing. If it is only reading which is being evaluated; however, the teacher should consider the accuracy of the information given and not the proficiency in speaking or writing.

A. Behavioral Patterns

1. Oral Reading

Reproduces the correct sound when looking at the symbol.

Shows understanding of the use of pronunciation and diacritical marks such as accents by reacting appropriately with a change in pronunciation, intonation of rhythm.

Shows capability of attaching meaning to a word or group of words by reading aloud with proper phrasing, emphasis, and expression.

2. Reading Comprehension -- Oral or Silent Reading

Shows understanding of the general meaning of a passage which has been read orally or silently through changes in facial expression, a gesture, or vocal reaction (laughter, sigh, etc.).

Illustrates what has been read by drawing a sketch.

Responds briefly to direct questions, either orally or in written form by:

- giving an appropriate word or expression from the text.
- making a choice from alternatives offered.
- responding freely with a word, phrase, sentence or group of sentences, in answer to the questions.

Demonstrates the understanding of a new word or expression by giving a synonym of it or by giving the word or expression from the text in answer to a question or synonym suggested by the teacher.

Composes a series of questions which demonstrate comprehension of the text.

Uses his/her own words to express the general idea of a sentence in the text.

Summarizes a passage or story briefly.

3. Literary Analysis

Discusses freely the passage which has been read, analyzing characters, situation and style.

Relates the characters, situation and style of the reading passage to those in selections previously read or to personal experience.

B. Levels of Proficiency

1. Elementary Level (all reading at this level is intensive).

Reads familiar material, only that which has first been heard or said.

Reads familiar material in recombined form, either dialogue or narration.

Reads material which contains conversational vocabulary and structures.

2. Intermediate Level (the major part of the reading is intensive, with some experience in extensive reading)

Pronounces correctly new words met in reading, through his/her experience with similarly pronounced words.

Deduces meanings of a limited number of new items in a passage through the general context of the passage.

Explains vocabulary learned passively through association with previously mastered vocabulary or situational context.

Reads simple material, several pages in length, at a sitting.

Reads materials of different types, such as plays, poems, short stories, simplified editions of novels, newspapers and magazines.

Comprehends longer sentences containing subordinate clauses and more idiomatic language.

Understands passages which contain abstract ideas presented in simple language.

3. Advanced Level (intensive reading is done in class with difficult passages, but the emphasis is on extensive and collateral reading).

Reads with understanding a variety of literary genres in unabridged form.

Comprehends the works of different literary periods.

Reads extensively and independently with ease (newspapers, magazines, journals, etc.).

Recognizes the styles of various well-known authors.

C. Attitudes, Interests, Appreciations

1.a. Listens or oral reading attentively.

b. Offers to correct mispronunciations or errors in intonation made by students who have read orally.

c. Volunteers to read orally.

2.a. Responds to direct questions based on text when called upon by teacher.

b. Volunteers to answer questions based on the text.

c. Initiates questions as a result of reading the text.

3.a. Makes an effort to comprehend the over-all idea of what has been read, demonstrating this through facial expressions or asking questions.

b. Gives illustrations of personal experiences which relate to what is read,

or

Compares what has been read to the content of a passage previously read.

c. Makes generalizations, comparing the experiences described in the passage to experiences common to all human beings.

4.a. Appreciates the various stylistic devices which are characteristic of a particular author.

b. Contrasts the stylistic devices of one author with those of another author.

c. Shows through value judgments how a given author's style is characteristic of a literary movement.

5.a. Takes part in general discussions in class, based on reading assignments.

b. Continues discussions of reading outside the classroom, with teacher or classmates.

c. As a result of reading experiences in the classroom, voluntarily does additional reading by the same author or on the same subject, either in the foreign language or in English.

6.a. Completes the basic reading assignments of the course.

b. Completes optional reading assignments, initiated by the teacher or requested by the student.

c. Makes personal selections of reading material in the foreign language, based on his/her own interests, and reads outside of the class atmosphere.

WRITING

NOTE: Where dictation or oral directions are the stimulus for writing, remember that two skills are involved, since the student must hear what has been said before writing.

A. Behavioral Patterns

1. Copies familiar material, duplicating the spelling, diacritical marks and structure of the original.

2. Changes inflectional forms when given a model to follow or a direction, thereby demonstrating comprehension of a basic written structure.

   Ex. - vous parlez -
   vous allez parler (French)
   portabat - portabit (Latin)

3. Completes a sentence according to clues suggested (a) by the general meaning of the sentence, or (b) by a series of vocabulary items.

   Ex. - (a) Tu vois ton frère?
   Non, je ne ___ vois ___.
   (b) Paul _ (voir) -
   frère. (French)

   (a) Kennst du diesen Herren?
   Nein, ich Kenne ___ nicht.
   (German)

   (a) _Vas a jugar con tu perro?
   Si, yo ___ a jugar con ___
   perro.

   (b) Pepito ___ (ir) - (jugar)
   perro. (Spanish)

4. Writes correctly a dictated sentence which contains vocabulary and structures mastered previously in speaking or reading, and in which the spelling is almost completely phonetic.

   Ex. - Il montre son avion.
   (French)
   Leges sina moribus vanae.
   (Latin)

5. Writes correctly a dictated sentence containing familiar vocabulary and structures, but in which at least 2 elements cannot be ascertained through listening skill alone.

   Ex. - Paul vent travailler sans
   moi. (French)
   Sé que se cavò (callò).
   (Spanish)

6. Writes an answer to a direct question, either oral or written, showing mastery of such changes as subjects, possessives and inflectional changes in verbs.

   Ex. - Vous prenez votre sac?
   Oui, je prends mon sac. (French)

   Vocasne me amicum? Voco te
   amicum. (Latin)

   Hast du dein Heft mit? Ja, ich
   habe mein Heft mit. (German)

7. Writes a sentence in response to a general direction, oral or written, as to the content and type of sentence.

   Ex. - (Dile a Juan que no vas a
   casa con èl.) Juan, no voy a casa
   contigo. (Spanish)

   (Dimmi come stai.) Sto bene.
   (Italian)

8. Composes a dialogue from suggested phrases.

9. Rewrites a short dialogue in narrative form, using the 3rd person,
   or
   Rewrites a brief narration in dialogue form.

10. Writes a series of dictated sentences, containing material not previously heard, with a minimum of spelling or structural errors.

11. Answers a general question in paragraph form, presenting ideas in a logical, unified fashion with a minimum of vocabulary or structural errors.

12. Demonstrates through a composition or letter of at least 200 words the capability of expressing himself/herself in a simple style in the target language.

13. Converts a concept from English to the target language, showing control of idiomatic expression and of structural elements.

B. Levels of Proficiency

1. Elementary Level

   Writes only that which has been practiced orally, in the same, or almost the same, format. Activities may take the form of:
   - copying
   - dictation
   - structural exercises following a model
   - answering direct questions.

   Recombines familiar vocabulary and structures in slightly different order or format (i.e., dialogue to narration), but adheres closely to the original sentence.

2. Intermediate Level

   Writes a group of sentences or a paragraph in response to cues such as a series of questions or suggestions.

   Expresses a personal thought briefly, using familiar vocabulary and structures.

   Writes from dictation, when the material is not in the form originally learned and includes a limited number of new words.

   Writes a brief resumé of something heard, seen or read previously in the target language.

3. Advanced Level

   Writes from dictation material based on an unfamiliar subject.

   Discusses in written form an abstract idea or literary subject, as a result of reading done in the target language.

   Composes an original composition of at least 200 words, in the form of a play, letter, narrative or critique.

   Converts a passage from English to the target language, conveying the important ideas of the original, without glaring anglicisms and with composition comprehensible to a native.

C. Attitudes, Interests, Appreciations

1.a. Corrects errors in his/her own written material when the correct form is presented to the class.

   b. Volunteers frequently to put written material on the board.

c. Analyzes common errors of composition, and practices out of class until the errors are no longer made.

2.a. Follows directions in performing a written drill.

b. Relates the work of a written drill to something similar done before.

c. Generalizes the basic idea or purpose of the written drill to the teacher, to a classmate, or to self.

3.a. Writes a brief resumé or composition according to assigned directions.

b. Demonstrates willingness to use personal ideas in a composition assigned by the teacher.

c. Writes outside the language class - for a language newspaper, to a pen pal, or just for creative pleasure.

4.a. Makes an effort to write correctly in the target language, checking on forms and vocabulary as he/she writes.

b. Appreciates and endeavors to incorporate in writing typical forms of expression of the target language, seeking to express himself/herself as a native speaker.

c. Sees potential uses for skill in writing the foreign language in his/her future career, travel plans, or adult activities.

CULTURAL INFORMATION AND CONCEPTS

GENERAL INFORMATION

Some of the cultural areas which may be studied are:

1. Daily routine: appearance of the home, family life, amusements, cuisine, clothing, typical gestures.
2. Economic life: industries, types of jobs, agricultural products.
3. Geography - includes famous monuments and landmarks
4. History
5. Government
6. Education
7. Fine Arts: music, painting, sculpture, architecture
8. Literature
9. Famous persons - applicable to any of the fields above, or to science, mathematics, philosophy
10. Influences of the culture in the United States

Cultural information and concepts may be acquired through various means:

1. The content of the basic language lesson
   Ex. - use of tu and vous in addressing persons (French)
2. Audio-visual aids, either as part of the basic lesson or as adjuncts (films, slides, filmstrips, maps, charts, pictures, transparencies)
3. Teacher explanations or anecdotes
4. Additional reading, outside of the basic course
5. Observations of the actions and speech of natives
6. Travel experiences
7. Visits to areas of the community which contain cultural resources
8. Attendance at performances such as plays, operas, concerts, lectures, etc.

A. Behavioral Patterns

1. Demonstrates comprehension of the basic cultural information or concept presented:
   . Responds to questions, either in oral or written form.
   . Draws maps, charts, or pictures which illustrate the material presented.
   . Summarizes the general idea in his/her own words, either orally or in written form.
   . Role-plays, demonstrating a grasp of the basic cultural viewpoint.
   Ex. - Shakes hands when saying "Bonjour." (French)
   . Imitates an action which might be done by a native speaker:
   - Sings a song.
   - Dances a traditional dance.
   - Plays a game commonly played by natives.
   - Cooks a traditional dish.
2. Contrasts the characteristics inherent in a particular aspect of the foreign culture with those of his/her own culture or of another culture:
   . Compares one custom of a foreign culture with own.
   . Contrasts an area of a foreign culture with own, giving factual information and historical background.
   . Analyzes and evaluates the importance of the custom or cultural concept in the whole picture of the culture.
3. When confronted with a situational problem in a foreign culture, knows and uses the behavioral pattern appropriate to the situation.
   Ex. - Whistling at a performance, in many countries, expresses displeasure rather than approval.

B. Levels of Proficiency

1. Elementary Level

. Becomes acquainted with the daily life of the culture and the important geographical landmarks.
. Acquires some rudimentary knowledge, in a scattered fashion, about the cultural heritage of the country (famous persons, historical landmarks).
. Is familiar with a few songs, dances or games of the foreign culture.
. Contrasts the foreign culture with his/her own in an informal manner.

2. Intermediate Level

. Acquires a wider fund of factual knowledge in the various cultural areas, such as history, government, economic life, social life.
. Takes an active part in cultural activities (puppet shows, dances, songs, plays, reports, etc.).
. Relates the cultural concepts of the foreign culture to that of his/her own culture in a more structured manner, presenting descriptions of historical background where feasible.
  Ex. - In discussing education, discusses each level of instruction separately, analyzing types of courses, the school day, the philosophy, etc.

3. Advanced Level

. Discusses an aspect of the culture, giving factual information or examples during the discussion.
. When contrasting the customs or concepts of two cultures (one of which is not necessarily his/her own), analyzes the way in which the concept is indicative of the general attitude or beliefs of the people.
. Is aware of the subtleties of behavior within the culture.
  Ex. - The various forms of closing a letter to a government official, to an acquaintance, to a friend.
. Acquires cultural information first-hand:
  - Reads materials in the foreign language.
  - Speaks to a native living or visiting in the school community.
  - Visits the country.

C. Attitudes, Interests, Appreciations

1. Shows appreciation for the differences inherent in the foreign culture:

   a. Asks or answers questions about them.
   b. Makes a value judgment of a custom or concept of the foreign culture.
   c. Volunteers for a play or project which will illustrate aspects of a foreign culture.

2. Adopts an unprejudiced and objective attitude in meeting aspects of the foreign culture that are unfamiliar:

   a. Accepts a custom or concept different from his/her own, does not mock or laugh at it when it is introduced.

   b. Volunteers in discussions or debates centered around the differences or similarities of two or more cultures.

c. Extends acceptance of cultural variations to include those of any ethnic group.

3. Demonstrates ability to identify with a person born in the foreign culture:

   a. Uses examples from own experience to illustrate similarities and differences in the cultures.

   b. Expresses a preference for something typical of the foreign culture, as for example, the Mexican dish tortillas.

   c. Adopts a foreign custom or concept as his/her own habitually when using the foreign language.
      Ex. - Shaking hands in a greeting or leave-taking.

4. Indicates a desire to learn more about the culture of a people than is included in the regular classwork.

   a. Asks for additional reading or reference titles.

   b. Seeks opportunities to discuss the culture with natives,
      or
      Attends foreign films made by natives.

   c. Makes plans for a trip to the country where the foreign language is spoken, or in the case of the classical languages, to those lands closely associated with classical culture.

GENERAL OUTCOMES OF FOREIGN LANGUAGE LEARNING

A. Behavioral Patterns

1. Becomes more language conscious:

   . Shows development of intuitive meaning of new words and expressions, when presented in English or in the foreign language, by the degree of perception or imagination which student exerts when confronted by them. In the case of the classical languages, recognizes Greco-Latin roots in English words and extends his/her English vocabulary by using these roots.
   . Shows analytical thinking about the structure of language in general:
   - Makes variations in basic sentence patterns with ease.
   - Makes generalizations about structural concepts that have been learned.
   . Demonstrates recognition of the fact that an idea in one language cannot be transferred word-for-word into another language, that each language has its own manner of expressing an idea.
   . Identifies foreign expressions used in English, recognizing that the expression is not one inherent to the English language.
   . Pronounces correctly foreign expressions used in English, with the help of a dictionary or through knowledge gained in the foreign language class.

2. Demonstrates that he/she has learned the techniques of mastering a foreign language:

   . Comes to class prepared for the day's lesson. Participates orally in the oral work of the class. Habitually reviews skills in which he/she is weak, with the aid of electronic equipment, through conference with the teacher or independently.

B. Levels of Proficiency

Since the above are general outcomes of foreign language learning, they may be true at any language level and may be used at the end of any year of study to evaluate general learning patterns. The students who develop these behavioral patterns early in their language learning experience are often those who decide to make foreign language their career.

C. Attitudes, Interests, Appreciations

1. Through facial expression, attitudes and actions in class, the student indicates that he/she:

   a. Comes to class because it is assigned.
   b. Comes to class because he/she is learning something necessary to the student's general education.
   c. Comes to class because of interest in the language and in the people who speak it.

2. By the student's reactions to the material that is being studied, he/she domonstrates that:

   a. The material is learned because the student is expected to learn.
   b. The material is learned because it is a new and challenging experience.
   c. The material is learned because there are many people who speak this language and the student would like to communicate with them.

3. For motivation in doing the work of the year, the student feels that he/she:

   a. Works in order to successfully complete the language requirement or the year's work.
   b. Works in order to build a firm foundation for successful performance the following year.
   c. Works because he/she believes that the mastery of the language is important for a future career, travel experience, leisure time, intellectual growth, or cultural background.

4. In his/her attitude toward people of other ethnic backgrounds the student:

   a. Accepts them in a group situation, but does not seek the company of any individuals.
   b. Is interested in sharing ideas and in contrasting customs when speaking to individuals of other ethnic backgrounds.
   c. Visits the homes of persons who have different ethnic backgrounds and converses with members of the family in a natural manner.

5. In the student's feeling about the study of a foreign language, he/she:

   a. Believes the mastery of a foreign language has created a consciousness of the student's own language.
   b. Believes that when one has learned to communicate in a second language, the "language sense" gained may help when one wishes to communicate with peoples of any language.
   c. Demonstrates an eagerness to begin to master another language by signing up for a course, procuring books on another language, or learning some expressions of another language from a native speaker.

6. As a result of his/her learning experiences in the foreign language, the student:

   a. feels that the experience has been valuable.
   b. feels that all students should have an opportunity to learn a language.
   c. finds opportunities to use the foreign language in choosing a career, speaking to natives, attending films or lectures, or participating in leisure-time activities.

7. In fulfillment of the work of the course, the student:

   a. Carries out specific assignments, but makes no attempt to do more.
   b. Expresses a preference for a particular type of activity or assignment and seeks more of this type of activity.
   c. Studies or reads independently on subjects associated with the daily work.

APPENDIX 3

The Interview of Prospective Foreign Language Teacher

A departmental representative competent in the foreign language required to fill the teaching vacancy should be on hand to interview the candidate in the target language. A rating scale such as the Modified Academic ACTFL/ETS* (based on the Government ILR** scale) should be used to assess the oral proficiency of the candidate. The teacher selected for the position should score at the advanced +(Level 2+), superior (Level 3 or Level 4) as described in the ACTFL/ETS GOVERNMENT (ILR) Rating Scale. (See the attached scale and the check-off list to be consulted during or immediately after the interview.)

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*American Council on the Teaching of Foreign Languages/Educational Testing Service

**Interagency Language Round Table

ACADEMIC (ACTFL/ETS) RATING SCALE		GOVERNMENT (ILR) RATING SCALE
NO ABILITY WHATSOEVER IN THE LANGUAGE		NO FUNCTIONAL ABILITY IN THE LANGUAGE
Unable to function in the spoken language. Oral production is limited to occasional isolated words. Essentially no communicative ability.	0 LEVEL 0 NOVICE LOW	
Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary limited to that necessary to express simple elementary needs and basic courtest formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances do not show evidence of creating with language or being able to cope with the simplest situations. They are marked by repetition of an interlocutor's works as well as by frequent long pauses. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty, even by persons such as teachers who are used to speaking with non-native speakers.	NOVICE MID	
Able to satisfy immediate needs using learned utterances. There is no real autonomy of expression, although there are some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words may still occur. Can ask questions or make statements with reasonable accurancy only where this involves short memorized utterances or formulae. Most utterances are telegraphic and word endings are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can	NOVICE HIGH LEVEL* 0+	Able to satisfy immediate needs using learned utterances. There is no real autonomy of expression, although there may be some emerging signs of spontaneity and flexibility. There is a slight increase in utterance length but frequent long pauses and repetition of interlocutor's words still occur. Can ask questions or make statements with reasonable accurancy only where this involves short memorized utterances or for-

*There are only minor differences between the two descriptions at this level.

produce most phonemes but when they are combined in words or groups of words, errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident.		mulae. Most utterances are telegraphic and word endings (both inflectional and non-inflectional) are often omitted, confused or distorted. Vocabulary is limited to areas of immediate survival needs. Can differentiate most phonemes when produced in isolation but when they are combined in words or groups of words, errors are frequent and, even with repetition, may severely inhibit communication even with persons used to dealing with such learners. Little development in stress and intonation is evident.
Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. When asked to do so, is able to formulate some questions with limited constructions and much inaccuracy. Almost every utterance contains fractured snytax and other grammatical errors. Vocabulary inadequate to express anything but the most elementary needs. Strong interference from the first language occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.	INTER-MEDIATE LOW LEVEL 1	Able to satisfy routine travel needs and minimum courtesy requirements. Can ask and answer questions on very familiar topics; within the scope of the very limited language experience can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be understood by a native speaker used to dealing with foreigners attempting to speak the language; while topics which are "very familiar" and elementary needs very considerable from individual to individual, any person at the S-I level should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases and tell time.

Able to satisfy some survival needs and some limited social demands. Some evidence of grammatical accuracy in basic constructions, e.g., subject-verb agreement, noun-adjective agreement, some notion of inflection. Vocabulary permits discussion of topics beyond basic survival needs, e.g., personal history, leisure time activities. Is able to formulate some questions when asked to do so.	INTER-MEDIATE MID LEVEL 1	
Able to satisfy most survival needs and limited demands. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the	INTER-MEDIATE HIGH LEVEL 1+	Able to satisfy most survival needs and limited demands. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the

social conventions of conversation. Limited vocabulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While some word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable. Extended discourse is largely a series of short, discrete utterances. Articulation is comprehensible to native speakers used to dealing with foreigners, and can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech will usually be labored. Still has to repeat utterances frequently to be understood by the general public. Able to produce some narration in either past or future.

social conventions of conversation. Limited vocabulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While some word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable. Extended discourse is largely a series of short, discrete utterances. Articulation is comprehensible to native speakers used to dealing with foreigners, and can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech will usually be labored. Still has to repeat utterances frequently to be understood by the general public. Able to produce some narration in either past or future.

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty is

ADVANCED PLUS LEVEL 2

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty is

intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.		intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down. Weaknesses or unevenness in one of the foregoing or in pronunciation result in occasional miscommunication. Areas of weakness range from simple constructions such as tense usage, passive constructions, word order, and relative clauses. Normally controls general vocabulary with some grouping for everyday vocabulary still evident.	ADVANCED PLUS LEVEL 2+	Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down. Generally strong in either grammar or vocabulary, but not in both.
ALL PERFORMANCE ABOVE ADVANCED PLUS IS RATED AS SUPERIOR	LEVEL 3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturbs the native speaker.
	LEVEL 4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation

within the range of own personal and professional experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately; even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

APPENDIX 4

Periodic Assessment of Teacher Proficiency

In assessing the on-going proficiency of the teacher, the evaluator should look for personal qualities like some of those expressed as early as 1959 in the teacher evaluation form used in Gary, Indiana:

- Maintains a program for professional growth
- Holds membership and actively participates in professional organizations of teaching field
- Seeks constantly to improve quality of instruction; explores new methods and materials
- Displays pride in profession and seeks to promote respect for it
- Has the respect of pupils, fellow teachers, supervisors and administrators
- Makes contributions to professional literature and/or participates in community activities for improving the school program

APPENDIX 5

Criteria for Foreign Language Teacher Self-Evaluation

In striving for self improvement teachers of foreign languages should note the classroom behaviors of the outstanding teacher as identified by Gertrude Maskowitz in a research project conducted in the Philadelphia area:*

1. The target language dominates the classroom interaction whether or not the teacher or the students are speaking.
2. The teachers have an excellent command of the target language.
3. Even in first-level classes, very little English is used.
4. The teachers have fewer verbal tics.
5. Students use the foreign language to raise questions.
6. The amount of teacher talk is less.
7. The teachers are active nonverbally and use many more hand gestures.
8. The teachers are more expressive and animated.
9. The teachers move around the classroom a great deal.
10. The teachers use more behaviors that encourage and reinforce student participation, whether communicating in the foreign language, English, or nonverbally.
11. The teachers give students more immediate feedback.
12. The climate is warm and accepting.
13. The teachers often smile, praise, and joke.
14. Their praise is longer, more varied, and they use more nonverbal praise.
15. There is more laughter in their classes.
16. The teachers personalize the content more.
17. The students are "with" the teacher, rather than being apathetic or flippant.
18. Students exhibit more outward signs of enthusiasm to participate.
19. Student behavior is very seldom criticized.
20. Less classroom time is devoted to silent reading and written tasks.
21. There is less writing on the board by the teacher.
22. Students speak to the teachers before and after class.
23. The teachers greet students before the class formally starts.
24. There is a greater amount of warm-up questions, review, and focusing on the skill of speaking.

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*adapted from Gertrude Moskowitz, "The Classroom Interaction of Outstanding Foreign Language Teachers," Foreign Language Annals 9, No. 2 (April 1976), pp. 156-157.

25. There is a greater number of different activities per lesson. Lessons have a greater number of varied activies.

26. The pace of the lessons is generally more rapid.

27. Drills are conducted rapidly.

28. The teachers have excellent classroom control.

29. The teachers exhibit patience.

30. When correcting student behavior, the teachers tend to joke or to maintain eye contact with students.

31. When correcting student errors, the teachers do so gently.

32. Students assist the teachers more in setting up and running equipment.

In an informal way, the teacher may simply read through the above list and determine personal areas of strength and weakness. The list may also be used by students observing foreign language classes, or by supervisors visiting those teaching under their charge. Some teachers may wish to experiment with Moskowitz' more formal system of Interaction Analysis.

CHECK-OFF LIST*

The Interview

		YES	No
Level 0+:	Tried to have conversation?	_____	_____
	Covered 0+ Subject Areas: Which		
	Basic Objects _____ Months _____ Colors _____ Time _____ Clothing _____ Weather _____ Day's Date _____ Weekdays _____ Family Members _____ Year _____		
Level 1:	Tried to have conversation?	_____	_____
	Checked for minimum courtesy requirements?	_____	_____
	Checked that he can handle simple situations of daily life and travel (S-1 situations)?	_____	_____
	Had him ask you questions?	_____	_____
	Probed for past tense(s) and future?	_____	_____
	Tried props when conversation fails?	_____	_____
Level 2:	Checked how he can satisfy routine social demands?	_____	_____
	Checked how he talks about autobiographical information	_____	_____
	Checked how he talks about current events?	_____	_____
	Checked how he uses basic structures?	_____	_____
	Checked how he uses more complex structures?	_____	_____
	Checked for description?	_____	_____
	Checked for narration, particularly in past and future?	_____	_____
	Check how he handles simple situations of daily life and travel (S-1 Situations)?	_____	_____

*Used by ACTFL and ETS as check-off list

	Probed for how he handles an unknown topic or situation?	____	____
	Probed for supported opinion?	____	____
	Checked how he joins sentences in connected discourse?	____	____
Level 3:	Checked both everyday and abstract subject matter?	____	____
	Placed him in unfamiliar situations and topics?	____	____
	Checked his control of grammar?	____	____
	Checked for supported opinion?	____	____
	Checked for description?	____	____
	Checked for narration?	____	____
	Checked how he uses low-frequency structures?	____	____
	Checked how he uses complex structures?	____	____
	Checked for broad vocabulary?	____	____
	Checked how he answers hypothetical questions?	____	____
Level 4:	Checked both everyday and abstract subject matter?	____	____
	Placed him in unfamiliar situations and topics?	____	____
	Checked his control of grammar?	____	____
	Checked for supported opinion?	____	____
	Checked for description?	____	____
	Checked for narration?	____	____
	Checked how he used low-frequency structures?	____	____
	Checked for broad vocabulary?	____	____
	Checked for how he answers hypothetical questions?	____	____
	Checked how he handles an unknown situation?	____	____
	Checked how he tailors his speech to his audience?	____	____

Level 5:	Checked both everyday and abstract subject areas?	____	____
	Checked for high-level colloquialisms?	____	____
	Checked for pertinent cultural references?	____	____
	Checked his ability to converse freely and idiomatically in his special fields?	____	____
	Checked that he sounds and speaks like an educated native speaker in all that he says?	____	____

Appendix 6

COMMONWEALTH OF PENNSYLVANIA
STATE BOARD OF EDUCATION

GOALS OF QUALITY EDUCATION

Preamble

The Constitution of the Commonwealth of Pennsylvania states, "The General Assembly shall provide the the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth." This provision mandates a quality education for each child in the Commonwealth.

The schools have the primary responsibility for the achievement of the goals of quality education as established by the State Board of Education, but they must work in close and continuous cooperation with the family, community and other appropriate social, religious and governmental institutions to insure the highest possible achievement of the goals.

To foster achievement of a quality education, the school environment should be safe, attractive and orderly, promote a willingness to work for objectives, stimulate a readiness to continue learning throughout life, and encourage the fullest possible educational development of each student.

To foster achievement of a quality education, the school program should reflect the following goals:

COMMUNICATION SKILLS
Quality education should help every student acquire communication skills of understanding, speaking, reading and writing.

MATHEMATICS
Quality education should help every student acquire skills in mathematics.

SELF-ESTEEM
Quality education should help every student develop self-understanding and a feeling of self-worth.

ANALYTICAL THINKING
Quality education should help every student develop analytical thinking skills.

UNDERSTANDING OTHERS
Quality education should help every student acquire knowledge of different cultures and an appreciation of the worth of all people.

CITIZENSHIP
Quality education should help every student learn the history of the nation, understand its systems of government and economics and acquire the values and attitudes necessary for responsible citizenship.

ARTS AND THE HUMANITIES
Quality education should help every student acquire knowledge, appreciation and skills in the arts and the humanities.

SCIENCE AND TECHNOLOGY
Quality education should help every student acquire knowledge, understanding and appreciation of science and technology.

WORK
Quality education should help every student acquire the knowledge, skills and attitudes necessary to become a self-supporting member of society.

FAMILY LIVING
Quality education should help every student acquire the knowledge, skills and attitudes necessary for successful personal and family living.

HEALTH
Quality education should help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being.

ENVIRONMENT
Quality education should help every student acquire the knowledge, and attitudes necessary to maintain the quality of life in a balanced environment.